DOCUMENT RESUME

ED 132 170 TM 005 880

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TITLE Evaluation of Prekindergarten Head Start. Year End Report, 1975-1976. Report No. 7700.
INSTITUTION Philadelphia School District, Pa. Office of Research and Evaluation.
SPONS AGENCY Philadelphia Anti-Poverty Action Commission, Pa.
PUB DATE Jul 76
NOTE 111p.

EDRS PRICE MF-$0.83 HC-$6.01 Plus Postage.
DESCRIPTORS *Child Development; Classroom Arrangement; Classroom Environment; Classroom Observation Techniques; *Compensatory Education Programs; *Early Childhood Education; Handicapped Children; Individualized Instruction; Inservice Teacher Education; Instructional Materials; Low Income Groups; *Models; Parent Education; Parent Participation; Parochial Schools; Preschool Children; Preschool Education; Program Development; *Program Evaluation; Public Schools; Screening Tests; Student Grouping; Student Records
IDENTIFIERS Denver Developmental Screening Test; Pennsylvania (Philadelphia); Philadelphia School District; *Project Head Start

ABSTRACT

The Philadelphia Prekindergarten Head Start program is a child development program for three and four-year-old children from low income families which stresses an interacting and multi-disciplinary attempt to improve the child's physical and emotional health, his family relationships, and his abilities to function better as a person. The program was designed from the beginning to implement five different early childhood educational models (Bank Street, Behavior Analysis, Montessori, Open Classroom, and Responsive Learning). The 1975-1976 evaluation activities for Philadelphia's Prekindergarten Head Start program continued to focus on the major goals for children. There was found to be some range in practices among centers in terms of (1) extent of model implementation, (2) classroom differences within a model, (3) number of parent volunteers, (4) grouping practices, and (5) provisioning. Observation data yielding the above information are summarized according to model and across the total program. The Denver Developmental Screening Test (D.D.S.T.) was administered during October and April to 82% and 84% of the population respectively. In April only 1.8% of the population was identified as having a developmental delay as defined by the D.D.S.T., a decrease of about 40% from the Fall administration. While Prekindergarten Head Start children are from families of low socio-economic status, the April D.D.S.T. results confirmed, as was the case in 1974-1975, that the population screened had improved after a year of program participation so that there were far fewer children "at risk" than were found in the norming population. (Author/MV)

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THE SCHOOL DISTRICT OF PHILADELPHIA

EVALUATION OF PREKINDERGARTEN HEAD START

YEAR END REPORT

1975-1976

JULY, 1976

This program is sponsored by the
PHILADELPHIA ANTI-POVERTY ACTION COMMISSION
(PAAC)

EVALUATION OF
PREKINDERGARTEN HEAD START
YEAR END REPORT
1975-1976

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ABSTRACT

The 1975-1976 evaluation activities for Prekindergarten Head Start continued to focus on the major goals for children.

There was found to be some range in practices among centers in terms of (1) extent of model implementation, (2) classroom differences within a model, (3) number of parent volunteers, (4) grouping practices, and (5) provisioning. Observation data yielding the above information are summarized according to model and across the total program.

The Denver Developmental Screening Test (D.D.S.T) was administered during October and April to 82% and 84% of the population respectively. In April only 1.8% of the population was identified as having a developmental delay as defined by the D.D.S.T., a decrease of about 40% from the Fall administration.

While Prekindergarten Head Start children are from families of low socio-economic status, the April D.D.S.T. results confirmed, as was the case in 1974-1975, that the population screened had improved after a year of program participation so that there were far fewer children "at risk" than were found in the norming population.

The report recommends that attention continue to be given to intensive staff development activities that are model specific especially as related to individualizing instruction. An increase in the amount allocated to the teacher's discretionary funds would permit staff to develop needed, relevant educational activities, especially in the areas of language, fine motor development, and thinking skills. The report further recommends that training plans be completed for using the Learning Assessment Profile (L.A.P.) in all centers as a criterion-referenced developmental screening instrument which will make possible more detailed skill assessment as well as providing

teachers with more guidance for classroom follow up according to specific individual needs.

The Office of Research and Evaluation anticipates that the research activities during the coming year will continue to focus on programming related to model implementation as well as helping with the use of the Learning Assessment Profile as the basis for an instructional program that will be more responsive to individual differences than was possible using the D.D.S.T.

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THE 1975-1976 EVALUATION - PREKINDERGARTEN HEAD START

I. Introduction

Evaluation activities for the Prekindergarten Head Start program have always been primarily concerned with the program's objectives for children. More specifically, the following areas continued to be given priority:

- Documentation of existing practices and procedures in the centers,
- The use of observation forms to assess the extent to which center programs are implementing their designated model,
- Developmental assessment of all children using the Denver Developmental Screening Test (D.D.S.T.) in October and April,
- Reporting the scope of supportive services received by children in the program,
- The preparation of individual pupil data information so that Prekindergarten Head Start children may be identified as such in the early childhood longitudinal study.

II. Observations: General and Model Specific

A. Background

The Philadelphia Prekindergarten Head Start program is a child development program for three and four year old children from low income families which stresses an interacting and multi-disciplinary attempt to improve the child's physical and emotional health, his family relationships, and his abilities to function better as a person because of his increased capacity to think, to express himself, and to relate more meaningfully to his environment. (A typical daily schedule is found in Appendix A.)

This program is funded by the Philadelphia Anti-Poverty Action Commission (PAAC) as the grantee agency.

The program was designed from the beginning to implement five different early childhood educational models (Bank Street, Behavior Analysis, Montessori, Open Classroom, and Responsive Learning). Full implementation of these models was not attempted until recently; the program has now progressed, however, beyond the initial stages of implementing all models, and this aspect of the program received evaluation emphasis for the first time.

B. Distribution of Centers by Model

The Center Personnel and Location List, issued by the Prekindergarten Head Start Office in the Fall of 1975, provides a distribution of centers according to model as in Table 1.

Table 1

Distribution of Centers by Model According to Center and Personnel Location List

Model	Number of Centers	Number of Classes
Bank Street	2	6
Behavior Analysis	3	9
Montessori	2	5
Open Classroom	5	13
Responsive Learning	6	14
	18	47

C. Staff Training - By Model

There continues to be a wide range in the extent to which training for staff is provided in each of the various models.

Bank Street

There has been no in-service Bank Street training since 1973. At this time, only one teacher and two aides out of a staff of twelve have received any model training.

Behavior Analysis

Staff training proceeded with fewer difficulties than in previous years. A major improvement was made when a teacher experienced in the local B.A. curriculum was hired in May as a full-time trainer. The position of resident trainer in B.A. is projected to become permanent in the fall. Classroom management as well as the academic program has benefitted from closer supervision and support.

Montessori

This year arrangements were made for in-service training of Montessori teachers by a contract with Raven Hill Academy. The in-service design was partially fulfilled and the teachers seemed satisfied with the support that was given. While model training has been less of a problem for Montessori teachers because the program specifies that teachers must hold Montessori training diplomas before being permanently hired, retaining Montessori teachers continues to be a problem. Out of the five classrooms in Montessori centers, three were filled by permanent teachers; the others were taught by long-term substitutes for the entire year in one case, and, for part of the year, in another. The program's exams were held in June. Newly trained teachers are expected to be hired.

A program for in-service training of parents and aides in the Montessori model was conducted at the center level. Additional sessions were conducted by Raven Hill personnel.

Open Classroom

The decision made in the Summer of 1975 to implement open classroom programs in centers heretofore designated as Curriculum for Social and Emotional Development was attempted to be fully carried out this year. Head Start staff, because of visits to the local open classroom teachers' centers and through the use of the Model Implementation Form which specifies open classroom characteristics, have been able to put into practice programs which adhere, in the main, to open classroom principles. Clarification of model guidelines has helped staff recognize that what they are doing is or is not consonant with these operational characteristics.

Staff has been given permission and encouragement to use their half day planning time to go to the two teachers' centers to make classroom materials. The teachers' centers have been the major force in staff development for open classroom programs.

Responsive Learning

This was the first year that use was made of the entire repertoire of Responsive Learning toys, designed to provide the framework of an individualized program of cognitive skill development. Staff had begun to receive training in their use during 1974-1975 and were able to apply this training from the beginning of the 1975-1976 program year.

The advantage of having a resident model training, in this case the Instructional Coordinator helped make possible in-depth, advanced training for both staff and parents which would have been possible without supervisory staff having such training.

Conclusion

A continuous program of in-service model training was available in each model except Bank Street this year for the first time. In general, there was adequate training in all models except for Bank Street. The Program Administrator supported a more thorough program of staff development than previously. In 1976-1977, it is recommended that in addition to continuing and deepening the existing model training, Bank Street training be available through joint sessions with the Follow Through In-Service Program.

D. Observation Data

1. Frequency of Observations

Three rounds of observations visits using the general and the model specific observation forms found in Appendices B and C, respectively, were conducted in 1975-1976: (1) November-January, (2) February-March, and (3) April-May. The specific Model Implementation Form was used in all three cycles and the General Observation Form was used in its entirety for the first two cycles and partially in the last.

2. Total Program Data

a. Number of Groups Per Classroom

Most children occupy single classroom facilities, as can be seen in Table 2. The space provided is generally adequate with two exceptions (Duckrey and Most Precious Blood).

Table 2

Number of Groups Per Classroom

Type of Grouping	Totals	B.A.	Mont.	Bank St.	Resp. L.	Ch. Dev.
Single Classroom	23	7	5	6	5	6
Double Classroom	6	1	0	0	4	2
Triple Classroom	4	2	0	0	1	1

Centers in which three classes were grouped together in a large single room presented problems for controlling behavior, noise, and the use of toileting facilities. Fifty or more children within a single enclosure without access to additional rooms created many more management problems than were found in double or single classrooms.

b. Staffing

Staff absences on the date of the observation visits were considerably lower than in previous years when visits were made without prior notice. Fewer under-staffing situations arose because this year the Pre-K Head Start administrator made a budgeting provision to hire parent substitute aides. After the fall, when the administrative details required to activate this program had been completed, parent substitute aides were observed in a number of centers.

3. General Center Characteristics

While there are some aspects of provisioning which should and do vary according to model philosophy and implementation, there are other

aspects which reflect generally recommended early childhood programming regardless of model. Items of this nature which were observed with the greatest frequency are noted below. In general, it can be said that a typical Pre-K Head Start classroom, regardless of model, had the following characteristics:

a. Room Arrangement and Provisioning

A typical Head Start classroom contained a single class of children working with a teacher and an aide. The room was sub-divided into activity areas and there was some place in the room (cubicles) for children to keep personal items. At least some materials were arranged on shelves so that the children could go to where the materials were kept, decide what to do, use the materials, and return them to their proper place as can be seen in Table 3.

Table 3 (N=64 Observations)

Degree of Accesibility of Materials

	Number of Classrooms
Generally Accessible	37
Partly Accessible/Partly Stored	24
Mainly Stored	3
	64

The room was also arranged so that children could help in the major cleaning and straightening activities at the conclusion of the free choice-work/play period. (See Table 4)

Table 4 (N=64 Observations)

Caring for the Environment

		Number of Classrooms
1.	Room was arranged so children could keep it straightened	56
	Adults had to do major straightening	8
		64
2.	Adults did almost all the straightening	2
	Children and adults straightened	19
	Children did most straightening	36
	Clean up not observed	7
		64
3.	Children put away materials after use	36
	Children left materials out	13
	Materials used for the whole period	15
		64

Table 5 shows that the materials in the room were found to be generally clean and well ordered although frequently the floors, rugs, windowsills and under-storage cabinets needed custodial attention.

Table 5 (N=64 Observations)

Order and Cleanliness

Cleanliness	Number of Classrooms
Generally Clean	49
Moderately clean	13
Needing extensive cleaning	2
	64
General Order	
Well Ordered	52
Moderately ordered	10
Needing extensive ordering	2
	64
Housekeeping Area	
Housekeeping area well ordered	52
Housekeeping area moderately ordered	12
	64
Storage	
Storage areas neat	51
Storage areas moderately neat	11
Storage areas needed extensive ordering	2
	64

The classrooms typically had several activity areas containing materials organized by type, i.e., all science materials were kept together. In two-thirds of the rooms as reported in Table 6, there were many activities from which children could choose in any single area.

Table 6 (N=64 Observations)

Quantity of Materials from Which Children Could Choose

	Number of Classrooms
Many	41
Some	20
Few	3
	64

This is an improvement from 1974-1975 when only a little over half of the rooms were found to have a range of materials in each area.

The typical center contained a wide variety of socio-dramatic materials (e.g., clothes and accessories), many of which the adults brought from home. Dress-up clothes, suitcases,purses, empty food containers, jewelry, etc. were among the accessories found. This area generally was set up as a house corner - doll corner or kitchen and remained unchanged all year long leaving unexplored the many possibilities for alternative simulation experiences (e.g., a clinic, bakery, shoe store, fruit and vegetable market, bank, post office, pet store, hardware store, etc.).

The quantity of teacher-made games, a vital part of an individualized preschool curriculum, has not increased from 1974-1975. Table 7 shows that many such learning materials were found in only a little over half the classrooms. Encouragement for teachers to share ideas for making materials, visit programs where such materials are extensively used, attend workshops on curriculum development or make materials at the local teachers' centers has been limited.

Table 7 (N=64 Observations)

Quantity of Teacher Made Materials

	Number of Classrooms
Many	33
Some	13
Few	18
	64

b. Noise Level

The noise level in the classrooms is summarized in Table 8. Adults generally used low voices and children low to moderate voices when inside the classroom.

Table 8 (N=64 Observations)

Noise - Voice Level

Adults' voices:	
Not raised	53
Some Loud	9
Continuously loud	2
	64
Children's voices and noise from toys:	
Not raised	42
Moderate	16
Continually loud	8
	64

c. Grouping Arrangements

Two-thirds of the programs devote most of the morning to individualized activities. There is generally at least a short period in which children can make many choices about what they will do. About one-fourth of the programs were still found to conduct large group (over 8 children) activities excluding music, circle time, and the large motor period even

through all of the instructional supervisors have discouraged this. (See Table 9.)

Table 9 (N=68 Observations)

Time Spent in Individual Activities

Amount of Time	Number of Classrooms
A lot	44
Some	17
Little	7
	68

d. Integration of Supportive Service Components

The integration of supportive services components into the daily educational program is required by the Federal Guidelines. The integration of (1) health and safety, (2) nutrition, (3) mental health and (4) community awareness and/or involvement (Social Services) concepts was evaluated by noting the health, nutrition, etc., room decorations and displays suitable for children as well as in actual program activities. In some classrooms, especially in terms of cooking experiences, food types, and community helpers, the staff had planned a variety of socio-dramatic, art, and cognitive activities to reinforce these concepts. In most cases, however, integration consisted only of singing a song about brushing teeth (counted as health) or a poster or two which remained unchanged throughout the year.

Table 10 gives a picture of the different levels of component integration found.

Table 10

Evidence of Component Integration (N=68)

	Present	Absent
1. Bulletin Boards/Wall Displays		
Community Awareness &/or Involvement	35	33
Health and Safety	48	20
Mental Health/Affective Education	46	22
Nutrition	55	13
2. Actual Programming Excluding Routines		
Community Awareness &/or Involvement	24	44
Health and Safety	26	42
Mental Health/Affective Education	32	36
Nutrition	25	43

e. Parent Participation in Classroom Activities

Table 11 shows the number of parents present at each observation. The same percentage (46%) of classrooms had parents present as was reported in the 1974-75 Year End Report. Since the total number of volunteer hours, however, is lower this year than last, it is possible that staff made a concerted effort to encourage parents to be present mainly at the time of the observation visit.

Table 11 (N=132 Classroom Visits)

Parents Present During Site Visits

No. of Parents Per Class	Number of Observations
None present	71
More than one present	61
	132

The Prekindergarten Head Start program has stressed parent involvement since its inception. Through the years, parents have become involved in the program in a number of ways (e.g., Center Committee meetings, have become Parent Policy meetings, accompanying children on field trips, component educational meetings, and raising money).

As center staff has presented increasingly useful and interesting activities in which parents can participate, parents seem to leave the centers after they deliver their children less frequently. In some centers, parents are an integral part of the daily program, but this is not generally the case.

f. Summary and Recommendations

Provisioning

Across the program, it can be said that activity areas which were moderately or minimally developed (especially language, science, and fine motor) could have been made more effective through more teacher-made and commercially obtained materials. The observation summaries suggest that while most rooms had many positive aspects of good preschool provisioning, closer supervision accompanied by staff development opportunities with specific objectives would help staff to enrich the present programs and provide activities based on assessment of individual needs.

Integration of Components

The extent to which supportive services components were integrated into the daily program varied widely across the program and among the various models. Most centers would profit from expanding the curriculum through a systematic plan to include these component areas on either a daily, weekly, or unit basis. Art, educational, literary, musical,

and manipulative activities could be combined in order to give the children in-depth experiences around a variety of supportive services concepts.

Parent Involvement

The Parent Involvement Coordinator and Worker have functioned as a part of the supportive services staff during 1975-1976 for the first time. More parents were involved in a wider range of activities than previously. Nevertheless, volunteer hours decreased from 1974-1975 in spite of this additional staff member. Federal Guidelines stress parent involvement and participation in classroom activities remains an area in which considerable improvement is desirable.

6. MODEL IMPLEMENTATION

Observation forms identifying the operational characteristics of each of the five early childhood educational models (Bank Street, Behavior Analysis, Bank Street, Montessori, Open Classroom, and Responsive Learning) were developed by model resource personnel, teachers, program supervisors, and the research assistant during 1974-1975. In late Spring, 1975, the forms were used in a few classrooms on a trial basis and were reviewed with staff. Some additional revisions were made. The observation instruments were then used in each classroom three times during 1975-1976. Observations were discussed on-site with center staff, and copies were forwarded to the supervisory personnel and the program administrator.

All models were found to be actively working toward the full range of the implementation characteristics required. There remain, for each model, however, several areas which still need further attention. The summary of the observation reports below presents a general description of model functioning as well as emphasizing those areas which were not observed to be implemented in ways considered minimally acceptable.

Bank Street
(N=18 Observations)

General Functioning

Bank Street programs combined small group instruction, a free choice period, a non-directed gross-motor period, and a large group teacher-directed circle period with strong emphasis on community involvement. The small group instructional periods most often consisted of arts and crafts experiences which expanded the theme introduced during circle time. Most often these art activities were accompanied by a lesson with specific objectives. During the free choice

period an average of eleven different items were used by children from the language, science, math, and fine motor areas. There was a considerable range in the amount of materials used during the course of these periods from a minimum of six to a maximum of nineteen during any one visit.

While the model lends itself to using the dramatic play area to provide situations which could simulate a wide variety of real life experiences and settings, in all but two instances (16/18*) this area was found to be used exclusively as a kitchen or house corner. Nevertheless, staff in most classrooms (14/18) brought many accessories from home to make this area stimulating.

The children in Bank Street centers demonstrated a considerable amount of independence by using a check-in system, by choosing, using, and returning materials, by staying with a single activity for an extended amount of time, by participating in mealtime preparation, and by using adults as resources when needed.

In addition to holidays and the seasons, themes which were carried out through a variety of classroom activities included transportation, plant growth, health care, community workers and services, fruits, and safety. Many of these areas have curriculum content which is connected to supportive service areas and thus serves to integrate these components into the educational program. Most classrooms (14/18) were observed to have planned and conducted lessons around such themes. Staff was consistent in initiating constructive ways to involve the children when planned activities did not hold their interest for the entire period (14/18).

Areas Needing Attention

Lack of the full staffing complement in two out of six rooms for an extended period of time, and staff turnover, meant several observations were conducted

*Numbers in parenthesis indicate the number of instances occurring out of the total number of reports and should be read "sixteen out of eighteen".

without the benefit of a fully permanent staff. Adults were continually observed exerting control and stressing ground rules in about half (8/18) of the observations. Perhaps staff absence and turnover is also responsible for the limited amount of "scrounged materials" also noted in almost half (8/18) of the observations and in the sparseness of teacher-made materials for children's use (9/18).

Picture writing to record children's experiences was not found in almost half (8/18) of the observations but picture recipes written to record cooking experiences were common (13/18).

Staff absence/turnover may also be responsible for the failure to institute a system whereby the number of children per activity area was limited so that children could manage themselves. Another classroom management technique, the job chart, was not utilized in half of the classroom situations (9/18) observed. Staff was not generally consistent in reminding the children to push in their chairs (8/18) and to return materials carefully (7/18). According to one third (6/18) of the observations, staff had little contact with some children during the free choice period.

Parent Volunteers

No parents were found participating in classroom activities in over half (11/18) of the observations. This area needs considerable improvement. Continued staff absence and turnover may be partly responsible for this apparent lack of interest.

Behavior Analysis
(N = 9 Observations)

General Functioning

The Behavior Analysis curriculum was being implemented as designed according to most observations. Prescribed reading, math and handwriting materials provided a program of sequential skill development for the children involved. The program

advanced this year by adhering to the set curriculum and scheduling format while beginning to provide a wider variety of enrichment activities as choices during the spend period. While model theory limits staff responsiveness to children to situations in which the children are demonstrating positive social behaviors and are staying with the assigned task, staff was found to give a substantial amount of non-recommended attention to undesirable behavior in almost half (4/9) of the observations and was not consistent in either ignoring or restricting disruptive behavior.

Areas Needing Attention

Large groups (over eight children) were observed in one third (3/9) of the visits. All of these instances occurred during the spend period.

One third (3/9) of the centers did not conduct the prescribed three spend periods corresponding to the three earn periods, i. e., less than three choice periods occurred. In addition, the large motor period took the place of the third spend period in three instances.

All contacts were not made with children who were on task during the earn period (3/9); quite a lot of inappropriate attention was given to negative behavior (4/9). The sitting out procedure whereby children who do not earn enough tokens must watch rather than participate in activities during the spend period was not observed in 4/9 instances.

Activities for "spends" were changed only a slight extent in 4/9 instances and not at all in one case. In these situations, the lack of diversity in spend activities would seem to give children fewer incentives to work hard. Neither the prices nor the activities available during this time were announced prior to the earn period. Thus children worked for tokens without knowing what

they would buy. It was not observed that children were able to save and accumulate tokens to get a more desirable spend activity. In all classrooms, activities were ranked; the child with the most tokens was given the most choices and the child with the fewest, the least. Children were sometimes switched about if one activity appeared to be getting overcrowded. The token system was generally followed but liberal interpretations were also found. Special activities were observed to be provided for children with special needs during only one observation.

Parent Volunteers

In only one center (1/9) was a non-paid parent volunteer present. The parent scholarship program, providing employment in eight week cycles for parents who carry out the hand writing program, seems to have discouraged parents from voluntarily participating in B.A. centers.

Furthermore, parent scholars, absent in 4/9 of the observations were irregular in their attendance, thus hindering the complete implementation of the program. Their absence meant that the hand writing component was then omitted and that the reading and math groups had to be larger than was desired.

Montessori
(N=15 Observations)

General Functioning

In spite of numerous staffing vacancies, Montessori programs were found to be well implemented according to most observations. By the end of the 1975-1976 school year, substitute teachers were in charge of two out of five classrooms; first year Montessori trained teachers were in charge of two other classrooms; and an experienced Montessori teacher conducted the fifth class. Nevertheless, whether due to the influence of the Montessori teachers upon non-model trained personnel, the availability of many traditional Montessori

materials for all classrooms or the experience of the classroom aides who have worked with model trained teachers in past years, even the classes without Montessori teachers functioned according to model guidelines to some extent.

Montessori classrooms were observed to manifest certain characteristics which differentiate them from the other types of preschool programs. The work period typically extended from when the children arrived until the gross motor period at the end of the morning. Some time was set aside for a large group lesson during which new apparatus was presented. Children worked at individual activities throughout the morning; occasionally an older child demonstrated the proper use of materials to a younger child. Both teachers and aides gave lessons to children individually and in small groups. Most adult verbal interaction was didactic or focused on directing children about what to do or how to use the materials. The classroom environments were set up so that children chose, used, and returned materials to the shelves. Of all the models, children in Montessori classrooms had the widest variety of materials from which to choose. The average number of different materials in use during the morning was 24 with most materials in the practical life and sensorial areas. Table 12 presents a summary of the amount of different materials found in Montessori classroom according to activity areas.

TABLE 12
Materials in Use in Montessori Classrooms

ENVIRONMENTAL AREA	MOST	LEAST	AVERAGE
Practical Life	17	1	8
Sensorial	14	2	6
Language	9	0	0
Math	8	0	3
Art	7	0	3
Science	3	0	1
Music	3	0	½
Social Studies	1	0	0
Non-Montessori	3	0	0
Total All Areas	65	3	24½

The repeated finding of no materials in use in a particular area was found to be consistently related to trained vs. untrained staff. The discrepancy between the most fully prepared environments arranged by model trained teachers and the sparcity of materials in some areas in classrooms without permanent personnel was repeatedly observed.

Areas Needing Attention

A review of the observations on a classroom by classroom basis indicates that the presence of a Montessori certified teacher is the most critical factor in determining the extent of implementation. Therefore, the securing of trained personnel for each classroom as a program priority would best insure a program most consonant with model design. As a back-up measure, it would seem highly desirable for the administration to establish a procedure whereby a list of substitute teachers with Montessori certification could be used in the event of staff turnover or illness.

Adequate administrative procedures through which staff can either secure

or be reimbursed for money spent for practical life and teacher-made materials have never been established. The difficulty in obtaining needed materials has repeatedly been reported in research findings (1973-1976) but the action taken has never been sufficient. Montessori staff continue to be frustrated and discouraged in this regard.

The traditional Montessori social studies curriculum has been limited in variety and, on the preschool level, has focused on geography. Prekindergarten Head Start Montessori teachers could make a significant contribution to the adaptation of this model to the American urban situation by developing a range of manipulative materials relevant to Black children. The training programs so far have not provided adequate instruction in teacher-made materials which are ethnically appropriate; yet this is a basic Head Start requirement.

Tasks were not observed to be complex enough for the developmental level of the children in over half (8/15) of the observations. An insufficient amount of materials for the time of year and the absence of some activity areas due to limited space were observed in 6/15 cases.

One classroom, at Most Precious Blood, is so small that an alternative space is necessary for full implementation.

Alternative activities were not observed to be offered to children who might not choose to participate in the large group lesson (10/15). Model philosophy states that children should not be required to join in if they choose otherwise.

Children were found to rely on adults for praise and directions to proceed, for help in fixing mistakes and solving problems, and for reinforcement

after completing tasks in one third (5/15) of the classrooms. Little positive reinforcement along with attention to inappropriate behaviors was observed in over half (8/15) of the visits.

Parent Volunteers

Parent volunteers were present at the time half (7/15) of the visits were conducted. When present, these adults were found contributing in a variety of ways: giving lessons, reading with a child, and helping with individual activities. Parent participation within this model could be expanded to include making materials.

Open Classroom

(N=35 Observations)

General functioning

Open classroom programs were observed to combine small group instruction, a free choice activity period, a non-directed gross motor period, and a large group circle time. Small group instruction characteristically consisted of playing a game such as lotto, hearing a record at the listening center or a teacher-led art activity completed according to adult directions. Most activities available to children during the free choice period were those which fostered socialization and which required minimal adult interaction for safety or proper use of materials. The sand table, water play, small blocks, large blocks, and pretend play in the house corner were the most commonly observed activities. All programs stressed arts and crafts and often several were going on in the course of the morning. The staff generally either permitted the children to use materials as they desired or instructed them to follow a set procedure which ended in a standard project.

Large blocks were found to be used during the free choice period in all

but four instances (31/35). This sometimes contributed to raising the noise level in the room.

The dramatic play area was outfitted and used as a kitchen in all but three (32/35) instances -- one was a clinic and two were grocery stores. The dominant role of socialization activities, a Prekindergarten Head Start priority, as stated in the Federal Guidelines, continued throughout the year. By spring there was limited stress on independent cognitive activities and small motor tasks which are important according to model design.

In circle time, colors, shapes, the calendar, counting, answering to roll call, seasonal changes, and songs and rhymes received repeated attention day after day. Other than during circle time, music activities were recorded in half the visits. Wood working (5/35) and water play (3/35) were infrequently found.

Areas Needing Further Attention

In many cases, the cognitive areas of the classroom (language, excluding the library, math, and science) had too few materials for a fully individualized program. Classrooms (14/35) were found to combine several areas in one, mixing different materials together or giving children a more restricted range of materials from which to choose.

An average of only ten different materials were observed in use during the free choice period from language, math, art, science, and small motor areas. Lack of change in the dramatic play area was evident.

This was used as a kitchen-house corner in 32/35 reports, leaving untapped many stimulating uses of this area (e.g., bakery, shoe store, post office, pet shop, clinic, department store, grocery store).

Over half the observations (19/35) found no central theme to tie activities together and reinforce concepts. Infrequently introduced were major themes (e.g., transportation, the family, water, health care, shopping, the community, and buildings) although the seasons and holidays were given attention in every case.

One third of the observation visits (13/35) did not find staff encouraging children to use materials in a number of alternative ways. Large group (over eight children) activities, generally inappropriate for three and four year old children, were conducted in about one third (14/35) of the classrooms.

Staff, during almost half (15/35) of the visits, were found to give equal or more attention to negative as compared with positive behavior. Praise accompanied with blame was often (14/35) used to modify behavior rather than refocusing children's attention through directions or praise. Finally, staff did not initiate activities when children did not seem to be able to find something constructive to do, in one third (12/35) of the observations.

About one third of the time children did not show the desired independent level of functioning. Lack of independence was noted by short attention spans (13/35), not fixing mistakes or taking care of problems on their own (13/35), not getting, using, and returning materials carefully (18/35) with few directions from adults (19/35), and by not pushing in chairs (28/35).

Parent Volunteers

Parent participation in classroom activities was quite high with parents helping in about two thirds (24/35) of the classrooms observed. This model had the highest percentage of parent participation in the program.

Responsive Learning

(N=25 Observations)

General Functioning

This was the first year that teachers had received training in the use of the full variety of toys which are an integral part of the Responsive Learning program. In addition to giving lessons using these materials and assessing each child's level of proficient use of a different toy each month, the Learning Assessment Profile, an instrument to gauge progress, was administered three times a year. Responsive Learning (R.L.) had the most complete assessment program of all the models but the extent to which it was utilized varied from classroom to classroom.

Responsive Learning classrooms combined individualized instruction using the R. L. toys with socialization activities (house corner, sand table, large blocks, doll corner) during the free choice period. During the large group instructional period (circle time), teachers repeatedly stressed color recognition, shape recognition, counting, the calendar, weather, roll call, seasonal changes, holidays, and singing songs.

Areas Needing Attention

Insufficient development of activity areas because of a limited amount of materials available from which children could choose were observed in over one third (8/25) of the classrooms. In the dramatic play area, few dress-up clothes were found in about half (12/25) of the observations. Inadequate equipment for storing clothing and accessories was observed in one third (8/25) of the visits. While the model stresses the use of the dramatic play area to represent a variety of situations simulating the outside world, the area was used as a kitchen in 15/25 instances with few accessories (11/25). Art activities were usually present, but the materials

were inaccessible to the children and were set out by staff in 10/25 cases. The books in the centers did not seem especially relevant to the ethnic backgrounds of the children served according to half (12/25) of the observations.

Materials were not furnished according to the lesson plans in a considerable number (11/25) of cases. Sometimes the plans seemed adequate but were not followed. In other instances, minimal teacher planning was evident; areas were open (dramatic play, small blocks, large blocks, sand table, games) without the staff providing ways to vary the activities done in these areas from day to day. In these cases (10/25), the objectives specified at the top of the lesson plans did not seem carried out by the activities listed below. Less than half the records (11/25) showed no activities designed to strenghthen weak skill areas.

In over half the observations (13/25) there was no record that staff had made or planned activities designed to extend the objectives of the Responsive Learning Program. In almost half of the visits (11/25), few teacher-made materials were found and no table was set up with materials for children to use which would reinforce the main concept to be stressed each week.

Different themes, expanded in different ways in each activity area and stressed during circle time, as an alternative to rote types of naming and identifying activities, were not generally observed.

Parent Volunteers

Parents were present in over half (15/25) of the classrooms visited. In addition, courses in the specific use of Responsive Learning toys which parents took home to use with their children were given to four parents per center for eight week cycles throughout the year.

7. Conclusions and Recommendations Regarding Implementation

Each model has specific areas needing attention if adequate implementation is to be achieved. Bank Street classrooms would profit from increasing the range of activities available as well as concentrating on consistently stressing the ground rules necessary for smooth classroom functioning. Behavior Analysis programs would more closely follow the model design if there was greater variety in the "spend" activities offered, better attendance of the Parent Scholars, and closer adherence to the guidelines of the reward system. The Montessori model seems generally well implemented in classrooms with permanent staff; the hiring of such staff for all classrooms would seem the best way to insure fullest implementation. Open classroom centers would improve their programs by incorporating themes or units into the daily programs which give less attention to holidays and seasonal changes. More emphasis on independent fine motor and cognitive activities and less emphasis on socialization activities would give the children greater opportunity for skill development. Responsive Learning classrooms, in order to be optimally implemented, need to provide a wider variety of materials for independent use and to vary the activities occuring during circle time from rote drill, counting, and color and shape recognition to themes dealing with the environment, the family, health care, body parts, etc. More widespread use of the results of developmental screening and lesson plans which address individualized instruction are also necessary in order to provide the best educational program for each child.

III. Denver Developmental Screening Test Results

A. Overview

The Denver Developmental Screening Test (D.D.S.T.) was administered to 31 children (82% of the total enrollment) in October and November, 1975 and to 673 children (84% of the total enrollment) in March and April, 1976.

The D.D.S.T. is used as (1) a tool to detect developmental delays in one or more of four areas: social-personal, fine motor adaptive, language, and gross motor and (2) as a basis for determining in which areas further skill development is needed.

A summary of the results of both administrations is presented as Table 13.

TABLE 13
D.D.S.T. 1975-1976 Summary Information [1]

	Fall	Spring
Total Children in Program	770	779
Total D.D.S.T. Administered	31 (82%)	673 (84%)
Total D.D.S.T. Adminstered with Parents present	304 (48%)	270 (40%)
Number Found - Multiple Delayed Areas	22 (3.5%)	12 (1.8%)
Number Found - Only one area Questionable	64 (10%)	51 (7.6%)

1. For more complete information of the D.D.S.T. results, see Appendix D, #1 and 2.

At the fall program-wide orientation meeting as well as on the center level, parents were informed generally about the D.D.S.T. and were requested to be present when their child was screened to observe the process and to discuss the implications of the findings with the center staff. Fewer parents were probably present in the spring than in the fall because they felt it was

unnecessary to be present both times. Some parents, who had not been present in the fall, did arrange to participate in the spring. A breakdown of the extent of parent participation can be found in Appendix D, #2.

The record of each child's screening, kept by each teacher, was used as one basis for individualized instruction. Overall, greater emphasis was to be given to the development of language areas and verbalization techniques within the daily program. The fall Denver results, as well as the spring, indicated that this is the area which needs greatest strengthening.

In the fall a folder summarizing the results for each center was sent back to the teaching staff. It contained:

- The Center Profile Sheet
- A list of all children in the center whose sheets indicated a delay or possible delay
- The number of children who were screened
- The number of parents present at the screenings

In order that children whose screenings indicated there was a delay in one or more areas could get additional help, screening results were sent to the appropriate Head Start support team personnel. Copies of the Profile Sheets and Summary Letters were given to the Program Administrator, the Instructional Coordinators and the Mental Health Specialist. In addition, an overview of the D.D.S.T. results for the total program was prepared listing the children's names, centers, and developmental area (s) where a delay in one or more areas might be present for both the fall and spring screenings. These lists were forwarded to the Instructional Coordinators, the Program Administrator, the Health Coordinator, and the Mental Health Specialist for the additional medical screening and follow-up plan of classroom activities.

In the spring, as in the fall, children experienced most delays in the

language and fine motor areas. It is recommended that staff continue to expand the children's experiences in these areas to strengthen their skills.

B. Results

The 1975-1976 D.D.S.T. results showed considerable improvement over those found in 1974-1975. In the screenings conducted each fall, the number of children found to have a developmental delay, i.e., whose test was considered to be abnormal because the child failed two items in each two areas, was the same. This number (3.2% of the population) was considerably less than the number of delays found in the norming population, a socio-economic cross section where 10% were found to have such delays.

However, while there was no improvement in the number of children with such delays last year as found in the spring results, there was about a 40% decrease in the number of children with such lags this year. A comparison of the two years can be found in Table 14.

TABLE 14
Number Delayed - 1974-75 and 1975-76

Administration Date	Number of Children	% of Total Population
Fall, 1974	22	3.2%
Spring, 1975	21	3.2%
Fall, 1975	22	3.2%
Spring, 1976	12	1.8%

Apparently the procedures explained in the overview and teachers' increased attention to children needing special help did have some effectiveness.

In both years, there were fewer children found to have delays or questionable delays in one area only in the spring than in the fall. In both years, the number with borderline lags in development was about 9% of the total population. The results from both years can be found in Table 15.

TABLE 15

Number Borderline Delays 1974-1975 - 1975-1976

(Number With Delays - Questionable Delays in One Area Only)

1974-1975	Number of Children
Fall Administration	100*
Spring Administration	56
1975-1976	
Fall Administration	64
Spring Administration	51

* Number may be high because this was the staff's first use of the Denver; they may have been over-cautious.

C. Conclusions

The results from both years shows an improvement in the children's developmental progress from fall to spring. This year, the number with delays (1.8% of the total population) was far lower than was found in the norming study and even those with questionable delays or delays in only one area (9%) is less than what would have been expected to be found in a population of low socio-economic status. Each year, however, some children have not been able to be screened either because of extended absenses or because staff was not able to obtain a good indication of their abilities in the testing situation. Therefore, there are some children in the program who would profit from the use of a more thorough screening instrument. Similarly, staff has asked that an instrument be found which would give programming suggestions to address children's individual needs instead of merely flagging attention to those children who have developmental lags.

As a result of these requests for an instrument which would provide a picture of normal sequential development as well as activities to promote

such development. A committee was formed which reviewed several criterion-referenced screening tools. The decision was made to use the Learning Assessment Profile (L.A.P.) throughout the program next year in addition to the Denver. Staff needs to be trained in order to use this instrument successfully; a workshop in the L.A.P. has been scheduled for late August. The results of this additional more comprehensive tool will be reported in the 1976-1977 Year End Report.

IV. Supportive Services

A. Health

The medical component staff, consisting of the Health Coordinator, three Cluster Nurses, the Nutritionist and the Mental Health Specialist, was responsible for facilitating services in the following areas: physical examination, treatment of defects found, parent education, food served, and the identification and integration of handicapped children into the program. Their efforts produced the following results:

1. Screenings

Table 16 shows that from September, 1975 through May, 1976 the following services were performed:

TABLE 16

Medical Screenings

Physical Examinations	596
Vision and Hearing Screenings	572
Dental Screenings	657
Podiatry Screenings	607

2. Treatment

Table 17 shows that the screenings conducted at the center sites revealed defects in the following areas:

TABLE 17

Defects and Treatment

Area of Defect	No. Screened	No. of Defects Found	Number Under Treatment
Dental	657	201	149
Vision	572	10	10
Podiatry	607	80+%*	—
Hearing	572	17	17

* Doctor's estimate. Screening results have not yet been received.

3. Parent and Staff Education

Twenty-seven workshops were held throughout 1975-1976 dealing with such topics as emergency first aid, preventive health care, general health practices, developmental screenings, speech development, dental, eye, hearing and foot care, toy safety, child abuse, and lead poisoning. Participant evaluations, summarized for many of the sessions, indicated a moderately to highly positive rating for each session.

4. Handicapped Children

Because of the number of special facilities in Philadeladelphia serving children with specific handicaps, and because of the time-comsuming procedures required to diagnose children (already enrolled in the program) suspected of having handicaps, it has been difficult to obtain the enrollment of 10% handicapped required by federal mandate. As of May 1975, 60 children, 75% of the total enrollment, were documented as being handicapped. Although 85 (the required 10%) had been documented by June, little specific programming was done to help these children.

TABLE 18

Handicapped Children

Type of Handicapping Condition	No. in Program as of 5/76
Mental Retardation	2
Blind - Partially Sighted	3
Deaf-Auditorially Impaired	1
Physically Impaired	2
Emotionally Disturbed	1
Speech Impaired	26
Chronic Illness (Developmental Delay Included)	25
	60

Overall, administrative steps need to be taken to enroll the mandated number early in the year and to formulate programs addressed to the special needs children if the program is to be able to fully utilize the funding available for handicapped children.

5. Nutrition

Breakfast, lunch, and snacks which provided 2/3 of the daily nutritional requirements, were served throughout the year. Excess food was sent home.

Parents, trained and paid as noon-time aides, were responsible for preparing, serving, and cleaning up after the meals. In addition, demonstration lessons for the children were conducted throughout the year as well as nutritional workshops for parents.

6. Health Advisory Committee

The Health Advisory Committee, composed of parents, Prekindergarten Head Start Staff, and health experts from the community, met ten times from July, 1975 to May, 1976 to formulate procedures for administrating the medical aspects of the program. At least some members of the Advisory Committee also regularly attended the health education workshops.

B. SOCIAL SERVICES

The Social Services component staff carried out responsibilities in the following areas: (1) recruitment, (2) attendance, (3) services to families, and (4) parent education.

1. Recruitment

The main recruitment effort for 1975-1976 was made in June, 1975. Flyers were posted in churches and stores, press releases were sent to the radio and newspapers, and letters were sent to social service agencies and to schools near Pre-K Head Start centers to encourage parents to enroll their children. Enrollment was 85-90% complete when the centers opened in September. Obtaining full enrollment was difficult in some areas because of the unanticipated shift in the population served and the opening of additional preschool programs within the Spanish-speaking community. The recruitment process for 1976-1977 was completed in June, 1976. All children on roll are within the income eligibility requirement. The documentation of all 85 handicapped children (10% of the enrollment as required by federal guidelines) was not completed until June, which meant some (at least 30%) received very limited help in actual programming.

2. Attendance

The three Home-School Coordinators tried to make contact with the home every time a child was absent for more than three days without notifying the center of the cause.

The absence table (see Table 19) which follows shows that Prekindergarten Head Start attendance is quite comparable to other Day Care programs in the city.

TABLE 19

Average Attendance - 1975-1976

Month	Number on Roll	Average Attendance	% in Attendance
September	730	502	80%
October	779	638	83%
November	770	631	82%
December	797	616	77%
January	794	592	75%
February	802	625	78%
March	783	622	80%
April	799	648	81%

3. Services to Families

Problems in attendance were often signals to the staff that other assistance (e.g., counseling, provision of housing or food, medical care) was needed. The chart below (Table 20) shows the number of families receiving social services.

TABLE 20

Number & Kinds of Services to Families

Service	Number of Families Receiving Service
Emergency Assistance	20
Counseling	15
Trips to Resources with Parents	20
Home Visits	719
Coordinating Services	
Child Care	5
Education	1
Employment/Job Training	2
Financial Assistance	15
Food Stamps	5
Health	4
Housing	6

TABLE 20 (Continued)

Service	Number of Families Receiving Service
Workshops	
Group	288
Individual	153

The staff tried to serve as a facilitator in getting families requiring assistance in touch with the appropriate community agency. From September 1975 through May 1976, thirty-two different community agencies were contacted for information or referral purposes. A housing workshop addressing the rights of landlords and tenants was held to provide parents with information needed when faced with problems in this area.

Christmas food baskets, one per center, were prepared through donations received from staff, parents, and community persons. A fashion show was organized to raise money to be used for emergencies for Prekindergarten H. S. families. A Social Services committee composed of parents has been organized to give input into all facets of the social services program.

C. Parent Involvement

1. General Activities

The Parent Involvement component had two staff members for the first time this year. They coordinated and led a variety of programs which provided assistance to the program as well as giving leadership and organizational opportunities for parents. These included:

- Participation on the Self-Assessment Validation Team as mandated by the Regional Office
- Policy Committee Meetings (Program wide organization)
- Policy Council Meetings (City Wide organization)
- Center Committee Meetings (Center level organization)
- Fund Raising Projects (bake sales, bazaars, raffle drawings, fashion shows, etc.)

. Escorts on class trips

. Co-leaders for workshop presentations

While parent participation in classroom activities was slightly lower than in 1974-1975, the variety of other programs provided parents with expanded opportunities for growth and stimulation increased.[1]

2. Employment Opportunities for Parents

Parents were able to find employment in the program as well as job training opportunities on a variety of levels. Sixty three different parents were employed in various capacities during 1975-1976. A breakdown appears in Table 21.

TABLE 21

Employment by Program Parents 1975-1976

Job Title	Number	Typical Duration
Teacher Aides	1	7 Weeks
	1	6 Weeks
	1	Program Year
Behavior Analysis	1	24 Weeks
Parent Scholars	4	16 Weeks
	12	8 Weeks
Noontime Aides	18	Program Year
Substitute Teacher Aides	17	$13.75 per diem $6750 budgeted for 1975-1976
Parent Involvement Coordinator	1	Program Year
P. I. Worker	1	Program Year

[1] For information about participation in classroom activities, see page 13

3. Parent Education

Educational Workshops for parents were held in all component areas (Parent Involvement, Health, Mental Health, Nutrition, Social Services, and Education. Some of the topics covered are listed below:

1. Program-wide parent orientation
2. Executive Office Training (Parent Groups-program wide)
3. Presidents' Training Workshop
4. Montessori Training Workshop Series
5. Behavioral Analysis Model Training Workshop
6. Responsive Learning Toy Lending Library Program (Six Centers)
7. Federal Guidelines Retreat (three day workshop)
8. Child Abuse
9. Housing
10. Child Growth and Development
11. Dental Hygiene
12. Health Education (Center level)
13. Curriculum Presentations - Open Classroom (Center level)
14. Parents as Prime Educators: Follow Up Home Activities
15. Health Advisory Committee Orientation Session

Parents were also invited to attend staff planning meetings once a month on the center level and were generally welcome at all regular staff meetings.

4. Community Involvement

Parents also participated in a variety of ways in joint activities with community organizations, especially when the goals of both groups supported each other. Listed below are examples of the involvement parents had in the community:

1. Workshops and conferences to provide continuity with the Follow Through program,

2. Convocation sponsored by the Professional Parenting Institute and the Philadelphia Congress for Children,

3. Regional Conference Workshop - Health Care Services (sponsored by the American Academy of Pediatrics),

4. National Conference - National Head Start Association, New Orleans, Louisiana,

5. Pennsylvania Parent Head Start Association,

6. Philadelphia Anti-Poverty Action Commission,

7. Workshop by COMHAR Mental Health Agency,

8. Welfare Rights Organization (workshops and memberships),

D. Recommendations

The following general recommendations are made for improvement in

(1) Health

- All screenings to be completed prior to December 1st so that treatment can take place where needed.
- Medical information about program services be imparted to parents and medical histories be completed at the time of registration.
- Documentation of handicapped children be completed early in the year so that staff can work with resource personnel in planning a supportive educational program.

(2) Social Services

- The Social Services - Parent Involvement components be organized so that supportive staff has sustained contact with the families and brings about increased parent participation in the program. If Supportive Staff were not spread across so many centers, more intensive services could be provided and relations with parents could be strengthened using the same number of staff.

V. PROGRESS OF THE LONGITUDINAL STUDY OF PREKINDERGARTEN HEAD START

For the third year, all children in the Prekindergarten Head Start program were entered into the School District's Pupil Directory System. An Early Childhood Longitudinal file is in the process of being established. It will permit the investigation of the effect of the program particularly in relation to continuity of program type as the children enter and attend Follow Through programs. This year records were kept of which children participated in the program for less than a full year. This will provide a basis for comparing children with and without full exposure. The results of collecting this data will be reported as part of the Follow Through Evaluation studies.

VI. Summary, Conclusions, and Recommendations

The research and evaluation activities during 1975-1976 have centered around the program's goals for children. They have included classroom observations to assess the general program as well as model implementation, summarizing and analyzing the results of the Denver Developmental Screening Test in October and April, a review of the quantity and breadth of supportive services provided, and the inclusion of Prekindergarten Head Start children in the Early Childhood Longitudinal File. Additional assistance was given to the Program Administrator in a number of areas, including process information provided by attendance at a large number of Prekindergarten Head Start staff meetings. Summaries of the information obtained as a result of these activities have appeared in the body of this report along with specific suggestions for program improvement.

The following recommendations are made in areas of major concern. Each area can profit from policy and program changes if systematic planning is followed by concrete steps for action.

1. Staff Development

The model training undertaken in 1975-1976 has resulted in substantial improvement in the extent to which each model is being implemented. This training should be continued on an in-depth basis, in most cases using model resource personnel outside the program who have in depth knowledge and skills. Emphasis on the aspects of each model which address cognitive skill development based on individual assessment should be the area of concentration.

Staff also needs further training in developmental assessment,

strengthening their observational skills, as well as in broadening their programming repertoire. Training needs to be arranged so that staff can proficiently use the Learning Assessment Profile, a screening tool which will be able to provide staff with detailed information about child growth and development and which serve as an important basis for individualized instruction.

Staff has one afternoon per week for planning and staff development; the time allocated would be spent to best advantage if specific activities were outlined for each session. The beneficial use of the teachers' centers where teachers made materials and got new ideas was very apparent in some classrooms but not apparent in others.

2. Provisioning

Some centers continue to be limited by the variety and amount of materials provided by the program. While steps have been taken toward the more efficient ordering of supplies, the difficulties encountered in the purchasing system have hindered the procurement of manipulative materials for children's use. This area continues to need attention.

3. Supervision

Process information gained from attendance at Support Team meetings, Head Teachers' meetings, and Cluster meetings, as well as from the classroom observation visits themselves, has indicated the need for staff development for the instructional supervisors in the following areas: 1) child growth and development, 2) classroom management, and 3) techniques to assist staff in implementing an educational program based on individual assessment and in the sequencing of developmental activities. Also, training is needed to develop leadership qualities in the supervisors. This will enable them to (1) present center staff with interesting and stimulating activity suggestions to vary

suggestions to vary the daily educational program of the children, and (2) provide staff in classrooms with difficulties with alternatives in classroom management. Further, it is recommended that the supervisors be trained in techniques for helping staff use part of the gross motor period for instructional purposes, thus strengthening cognitive skills and muscle development. Additional recommendations for enhancing the supervisory process will be able to be made with additional study.

APPENDICES

APPENDIX A

PREKINDERGARTEN HEAD START

DAILY SCHEDULE

8:30 - 8:45	Preparation for Day's Work
8:45 - 9:00	Arrival of Children
9:00 - 9:30	Breakfast
9:30 - 10:45	First Work/Play Period (Choice Activities)
10:45 - 11:00	Toileting
11:00 - 11:20	Circle Time
11:20 - 11:50	Large Muscle Activities (Outdoor/Indoor Play)
11:50 - 12:00	Preparation for Lunch
12:00 - 12:30	Lunch
12:30 - 12:45	Dental Care
12:45 - 1:00	Preparation for Rest
1:00 - 1:45	Rest Period
1:45 - 2:15	Toileting - Afternoon Snacks
2:15 - 2:45	Second Work/Play Period
2:45 - 3:00	Clean-Up and Preparation for Dismissal

APPENDIX B

THE SCHOOL DISTRICT OF PHILADELPHIA
Office of Research and Evaluation

GENERAL CLASSROOM OBSERVATION FORM
PRE-KINDERGARTEN HEAD START

ROOM:

Name of Center:

Number of Children Present:

Date of Observation:

Time of Observation: From_____ to_____

Location type of Center:

_____ 1. Education Model - Behavioral Analysis (1), Montessori (2), Bank Street (3), Responsive Learning (4), or Child Development (5)

_____ 2. Children are grouped (1) 1 class (2) 2 classes or (3) 3 classes per room.

_____ 3. There was (1) no substitute teacher needed, (2) a substitute teacher needed but not present or (3) a substitute teacher present.

_____ 4. There was (1) no substitute aide needed, (2) a substitute aide needed but not present or (3) a substitute aide present.

_____ 5. Parent volunteers present:
(1)one or more per classroom
(2) None

_____ 6. The housekeeping area is (how neat):
(1) well organized and kept straightened.
(2) generally organized, could be straightened some.
(3) disorganized and needed to be straightened out.

_____ 7. The storage facilities are (how neat):
(1) well organized and kept straightened.
(2) generally organized, could be straightened some.
(3) disorganized and needed to be straightened out.

_____ 8. Generally shelves are (1) neat (2) moderate or (3) without organization.

_____ 9. Generally materials are organized by type
(1) in most instances.
(2) in some instances.
(3) in few instances.

_____ 10. The children were (1) quiet (no shouting, (2) moderate or (3) loud (voices continually loud).

_____ 11. The adults were (1) quiet (no shouting), (2) moderate or (3) loud (continual use of loud voices).

_____ 12. Hanging from walls, on strings, or on the bulletin board is work displayed (1) with great care (2) with some care or (3) without evidence of special attention or thought.

_____ 13. The room decorations adults made were done with (1) great care (2) some care or (3) limited evidence of care.

_____ 14. The wall decorations are (1) mostly fresh (2) mixed, with some being fresh and some being worn or (3) mostly worn.

_____ 15. There was (1) little time (2) some time or (3) a lot of time spent in individual activities.

_____ 16. Outside of circle time and the large motor period, some time was spent in large groups. (1) Yes (2) No

_____ 17. There was at least one period in which children made many choices. (1) Yes (2) No

Time Period	GROUPING			
	Large	Small	Individual	Mixed (Small & Individual)
1.				
2.				
3.				
4.				

Children's Activities

Activity	No.	Adult Involvement	Behaviors
1. Time:			
2. Time:			
3. Time:			
4. Time:			

Indicate the presence of any behavior listed below. Also indicate the number of children involved in each instance and the time period.

1. being isolated from group
2. fidgeting or squirming
3. resisting authority
4. fighting for prolonged period
5. wandering
6. refusing to participate
7. resting (not nap time)
8. participating in disruptive activities without being stopped

18. Outdoor/large motor period included some instruction and/or directed skill development activities. (1) Yes or (2) No.

A central theme was reinforced in a number of different activity areas (1) Yes or (2) No

Theme was (1) seasonal, (2) holiday related (3) component related or (4) other

Evidence of component integration in displays or on bulletin board for: (1) Yes or (2) No

_____ 19. Mental Health

_____ 20. Nutrition

_____ 21. Health and Safety

_____ 22. Community Awareness and/or Involvement

Evidence of component integration in actual programming, excluding routines for: (1) Yes, (2) No

_____ 23. Mental Health

_____ 24. Nutrition

_____ 25. Health and Safety

_____ 26. Community Awareness and/or Involvement

Routines Key: (5) means not observed or not applicable

Routines observed: breakfast snack lunch tooth brushing rest/nap toileting straightening up arrival departure indoor/outdoor transition

Arrival/Departure - Indoor/Outdoor Transition

27. Rules for behavior were (1) consistently enforced (2) followed but given little attention (3) inconsistently enforced or (5).

_____ 28. There were (1) no alternative activities (2) alternative activities for children not dressing, undressing or (5).

Food Routines - Breakfast, Snack, Lunch

_____ 29. Food &/or tables were (1) prepared by the adults (2) prepared with some children assisting (3) prepared without children because conditions did not lend themselves to child participation or (5).

_____ 30. Children participated in clean up (1) to a great extent (2) to some extent or (3) to a limited extent.

_____ 31. Children (1) left as soon as they were finished eating and went on to another activity (2) waited for everyone at their table to be finished or (5).

_____ 32. (1) There was pleasant conversation, and lively interaction
(2) There was some interaction and some displinary activity
(3) There was limited interaction or (5).

_____ 33. (1) Children served themselves part of the food (2) all of the food each child ate was placed in from of him/her (3) children served other children or (5).

_____ 34. (1) Children were forced to eat their food (2) children were encouraged to eat (3) little attention was paid to whether or not they ate or (5).

_____ 35. (1) Adults insisted on proper manners (2) adults explained which manners were desirable and tried to encourage child to use proper manners (3) manners were not given much consideration or (5).

_____ 36. The children used (1) proper manners and displayed orderly conduct (2) moderately good manners and moderately good conduct (3) inappropriate manners and conduct or (5).

_____

Toileting

_____ 37. The children toileted, washed as (1) a group activity (2) individually as the need arose throughout the day (3) both or (5).

_____ 38. In order to accomplish the set task, the adults gave the children (1) few directions (2) some directions (3) many directions or (5).

_____ 39. Special, personal needs were (1) made much of (i.e., the adult was displeased) (2) taken care of quietly, efficiently (3) went apparently unnoticed or (5).

_____ 40. (1) At some time during the routine, children waited in line or (2) there was no waiting in line or (5).

_____ 41. Children (1) participated in approved activities while not doing routine (2) children waited unorganized or (5).

_____ 42. While toileting as a group children were supervised (1) Yes or (2) No

_____ 43. Children were supervised while toileting individually (1) Yes, (2) No or (5).

Straightening After Work/Play Period

_____ 44. (1) Adults did the cleaning, straightening for the most part (2) The children participated in cleaning and straightening with adult supervision and help (3) the children did the major part of cleaning and straightening or (5).

_____ 45. In order to accomplish the task, adults gave the children (1) few (2) some (3) many directions or (5).

_____ 46. Children (1) put away materials and equipment as they used them (2) left materials and equipment out after use (3) materials were used for the whole period or (5).

_____ 47. The room was (1) well ordered (2) moderately well ordered (3) in need of considerable ordering at the beginning of the day or (5).

_____ 48. Clean-up ended with (1) the environment put back in good order with things returned to set places (2) some left undone but an attempt having been made, (3) little put back or (5).

_____ 49. All areas of the environment were arranged in such a way that children could keep the room neat and well ordered (1) Yes (2) No

_____ 50. As a result of the morning's activities, clean-up in which children could participate was (1) needed (2) not needed or (5).

Appendix C

Observation Forms to Assess Extent of Model Implementation

1. Behavioral Analysis
2. Montessori
3. Bank Street
4. Responsive Learning
5. Child Development or Open Classroom

Observation Form: Extent of Model Implementation
Behavioral Analysis

Center_____
Staff Present_____ Parent Volunteers _____
Children Present_____ Parent Scholars _____
Date_____

Areas	Characteristic When Fully Implemented	Full	COMMENTS
Physical Environment	Math and writing are done at tables.		
	Reading is conducted in a semi-circle with teacher in center.		
Learning Materials	Learning materials used are prescribed by model according to the achievement level of each child.		
	Materials are as specified in 3 areas: reading, handwriting, & Math		
	Programmed materials are used for reading & handwriting and textbook for math.		
	Materials in spend periods are designed to teach specific academic skills (at least 1 per spend period)- social studies, art music, science, large muscle.		
Routines	Adults give systematic praise to achieve & maintain desired behaviors.		
	Staff puts forth concerted effort to establish social skills.		
Grouping Practices	Teacher selects groups for earn period.		
	Groups are heterogeneous except for phonics primer.		
	There are small groups for both earns & spends.		
	Activities are chosen by children for spend period according to amount earned during earn period. There is a choice if the child earns enough tokens.		
Schedule	There are 3 earn periods during the day		
Child Involvement	80% (4 out of 5) children are on task during earn periods.		

Areas	Characteristic When Fully Implemented	Full	Comments
Free Choice	Children earn choices by working hard & spending tokens according to the values of the activities.		
Reward System	Value of spend activities are set at the beginning of the morning.		
	Token economy is paired with verbal praise.		
	All tokens are given with verbal praise.		
	Adults give immediate & constant feedback on academic progress.		
	There is no negative reinforcement, attention to unwanted behaviors.		
	Children with too few tokens sit quietly during spend periods.		
	Time out procedures are used appropriately		
Adult/ Child Interaction	One to one interaction directly with each child during academic periods.		
	All contacts during academic period are made with children who are on task.		
Child/ Child Interaction	Mostly during spend periods.		
Large Motor Activities	Take place only during spend periods.		
	Adults actively participate in planned activities.		
Parent Involvement	Parent scholars are present to instruct in hand writing program.		
	Classroom volunteers assist in other areas.		
Extent of Individualization	Children are paced individually through standardized program.		
	Accomodations are made to children with special needs.		
	There are readiness activities using the B.A. philosophy for those children not yet advanced enough for the standard B.A. curriculum.		

Observation Form: Extent of Model Implementation

BANK STREET

Center _____
Staff _____
Children _____
Volunteers Present _____

Date _____

Areas	Full Implementation	Full	Comments
Physical Environment	Activity areas present science ____ wood working ____ water play _____ sand table___ library ____ language ____ math ____ games ____ fine motor __ small blocks _____ large blocks ____ art ____music ____ dramatic play ____ other _____.		
	dramatic play - special area set up as model of real environment (shoe, post office, bakery, hospital, kitchen)		
	Materials are easily accessible to children		
	Variety of common environmental materials in use and/ or available (sand, water, clay, beans, peas, rice, seeds, rocks, plants, wood, scrounged and found objects, other		
	Many teacher-made materials are available for children to use		
	Evidence of materials, activities related to a central theme:		
	Traffic pattern permits children to use materials without interruption		
	Safety practices are observed and whenever possible, environmental hazards have been eliminated		

Areas	Full Implementation	Full	Comments
Physical Environment	Evidence of curriculum materials related to the outside world		
	Evidence of picture writing to accompany experiences		
	# of children/activity area is limited in a way children can manage themselves		
	Evidence of cooking experiences		
Grouping Arrangements	Most of morning is spent in individualized or small group activities		
	Few large group activities		
	Evidence of flexible grouping arrangements		
	Provision of special activities because of needs, interests of individuals		
	Skill development done in small groups		
Extent of Independence Demonstrated by children	Long attention span		
	Using, returning materials		
	Fixing mistakes, taking care of problems on their own		
	Use of adults as resources when needed		
	During routines		
	Participation in mealtime preparation		
	Check-in System		

Areas	Full Implementation	Full	Comments
Control of Class	Few times when adults needed to exert control		
	Control was exercised when needed		
	Control was exercised through: bell, lights out, low voice of teacher, other children, isolation/ time out		
	Environmental elements did not make establishing & maintaining control difficult		
	Low noise/voice level		
Ordering of the Environment	Children got, used & returned materials from shelves in a careful manner		
	The environment was well ordered at the beginning of the day		
	The children participated in the major cleaning, ordering efforts		
	Children pushed in chairs when leaving tables		
	The environment was ordered so that children could use materials independently participate in the necessary clean up		
	Each child has a job he must do during the day - job chart was used.		
Curriculum Materials	Different materials in each area in use		
	language		
	science (water play, sand table, cooking)		

Areas	Full Implementation		
Curriculum Materials	Math		
	fine motor		
	Large motor		
	Dramatic play		
	Other		
	Group experiences:	Full	Comments
	Children demonstrate care of materials		
	Language experiences are present in all curriculum areas		
Record Keeping	Records are kept which systematically record the progress of children:		
	Prescriptive: work, activities children get next, special areas needing attention, children with special needs, progress in skill areas		

BANK STREET

Areas	Full Implementation	Full	Comments
Record Keeping	Descriptive: activities done by children, class activities, around a theme, anecdotal records		
Reward System	Children do not consistently seek praise from adults		
	Children encouraged & allowed to use materials in a variety of ways		
	No extrinsic rewards children share work, ideas with others		
	Reinforcement of positive behaviors		
	Praise is primarily descriptive rather than judgmental		
	Directions rather than praise/blame used to modify behavior		
Child-Child Interaction	Children help and share with each other		
	Children work together		
	Little or no fighting		
	Voices low to moderate		

Areas	Full Implementation	Full	Comments
Adult-child Interaction	No time spent with large groups outside of circle time and large motor period		
	Lessons or activities with special focus:		
	Children without or with limited adult contact		
	Teacher used as resource		
	Teacher tries to get children to solve their own problems		
	Eye level contact used when talking with an individual child		
	Teacher uses positive reinforcement &/or directions to get children to behave in desired manner		
	Teacher initiates activities when needed if children don't seem to be able to find something constructive to do		

MONTESSORI

Center_____

Date_____

Staff present__ Children present

Volunteers present_____

Weather_____

Areas	Characteristic	Extent of Model Implementation: Full	Comments
Physical Environment	open shelving		
	materials easily accessible to children		
	materials needed for an activity assembled together		
	materials color-coded		
	materials organized in baskets, boxes or on trays		
	materials not stacked		
	materials visible where appropriate		
	amount of materials appropriate for time of year		
	materials washable, cleanable		
	materials clean		
	materials, shelves dust, dirt free		
	environment ordered so children could participate in necessary cleaning, straightening activities		
	traffic pattern doesn't disrupt children working		
	individual tables for working		
	individual rugs for working		
	limited visual distractions on walls at eye level of children		
	teacher can see over shelving		
	tables, chairs child sized		
	safety practices observed		
	materials organized by type		
	room divided into activity areas		
	shelves neat		

Area	Characteristic	ample	moderate	sparse	comments
Physical Environment	amount of different materials available in each area:				
	practical life				
	sensorial				
	math				
	language				
	science				
	art				
	music				
	social studies				
	non-Montessori				

materials in use in each area

practical life	sensorial	language	mathematics	science	art	music	social studies	non-Montessori

comments:

Areas	Characteristic	Full	Comments
Ordering of the Environment	Children demonstrated care of materials		
	Children got, used, returned materials with few directions from adults		
	Environment well-ordered at beginning of day		
	Children participated in major cleaning, ordering effort		
	Chairs pushed in when leaving tables		
	Children cleaned up after themselves		
Reward System	Materials self-correcting when possible		
	Children share work, ideas		
	Children do not continually seek praise, approval, guidance from adults		
	Adult praise is primarily descriptive		
Grouping Arrangements	Maximum time allowed for individual activities		
	No large group activities which could have been individually done		
	Children who do not want to or could not participate cooperatively in large group activity have option of doing an alternative		
	Provision made for giving lessons without interruption		
	Teacher able to work individually while managing whole group		
	Morning work period mostly spent in individualized activities		
	Large group activities were appropriate for developmental level of children involved		
	Large group activities:		
	Small group activities:		

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Areas	Characteristic	Extent of Model Implementation Full	Comments	4
Routines	Skills required in routines used in other activities throughout the day:			
	organizing			
	dressing/undressing			
	washing/cleaning			
	pouring			
	sweeping			
	polishing			
	meal/food preparation			
	Routines reflect independence & extensive child participation			
	Routines not done by children as a whole group at one time: Snack Toileting Breakfast Hand washing Tooth brushing			
	All aspects of routines which can be done by children were done by children			
Record Keeping	Records kept which document children's progress in a systematic way			
	Prescriptive records: work, activities children get next			
	areas needing attention			
	areas, children with special needs			
	Descriptive records: activities done by children			
	anecdotal records			

Areas	Characteristic	Full	Comments
Extent of Independence Demonstrated by Children	Choosing, using, returning materials		
	Fixing mistakes, taking care of problems on their own		
	Using adults, children as resources		
	Most children initiate activites		
	Children tend to complete tasks		
	Tasks are complex enough for the developmental level of the children		
	Children sustain interest in what they're doing; adults help children to expand their interest, skill in tasks		
	Class continues to work in teacher's absence, solves problems constructively		
	Children sought relatively little reinforcement from adults after completing tasks		
Discipline Of Class When Needed	Few times when adults needed to interrupt activities to exert discipline		
	Control was exercised when needed		
	Control was exercised in a sensitive way appropriate to the situation:		
	low voice		
	other children		
	isolation of individual		
	Noise, voice level generally did not distract children from working		
	Control.discipline was exercised selectively		
	Reinforcement of positive behaviors		
	Environmental elements did not make establishing & maintaining control difficult.		

Areas	Characteristics	Extent of Model Implementation Full	Comments
Child/Child Interaction	Children help each other		
	Children share with each other		
	Children work together		
	Older children work with younger children		
	Little/no fighting		
	Resolution of social problems by mutual involvement & consideration of individual rights		
	Children show respect for each other's person, concentration, accomplishments, & personal property		
Adult/Child Interaction	Limited time spent with groups		
	No children with limited, no adult contact		
	Teacher used as resource		
	Teacher tries to get children to solve their own problems		
	Eye level contact used when speaking to one child		
	Low voice		
	Teacher initiates activities when needed		
	Comments to children were personal, individualized		
	Most of time is spent working with children rather than in preparing the environment, materials		

Factors Limiting Full Implementation

weather
age group of children
age at which children begin program
length of time most children remain in program
time of year
untrained teachers
untrained aide
untrained parent volunteers
limited Montessori materials available
limited funds, problems obtaining replacement materials
no trained teacher, supervisor
teacher responsibilities that are non-teaching

Open Classroom

Center_____
Staff present_____
Children present_____
Volunteers Present_____
Date_____

Areas	Full Implementation	Full	Comments
Physical Environment	Room is divided into activity areas.		
	Areas developed have a variety of materials in each: science		
	wood working		
	water play		
	sand table		
	language		
	math		
	art		
	music		
	large & small blocks		
	dramatic play - special area set up a model of real environment (e.g.store,post office,bakery, hospital,kitchen,other)		
	Materials are easily accessible to children.		
	There is a variety of common environmental materials in use and/or available (e.g.sand,water,clay, beans,peas,rice,seeds,rocks,wood, plants, scrounged & found objects, other_____		
	Many teacher-made materials are available for children to use.		
	There is evidence of activities, materials related to a central theme.		
	There is evidence of many arts & crafts projects.		
	The traffic pattern permits children to use materials without interruption.		
	Safety practices are observed.		
	Wherever possible,environmental hazards have been eliminated.		

Areas	Full Implementation	Full	Comments	
Curriculum Materials	Amount is appropriate for time of year.			
	Materials have no missing parts.			
	# of different materials in each area:	in use		
	language			
	science			
	math			
	arts & crafts			
	music			
	wood working			
	sand table			
	water play			
	practical life			
	dramatic play			
	large blocks			
	small blocks			
	small motor			
	other:			
	Children demonstrate care in using materials			
Record Keeping	Records are kept which systematically record the progress of children			
	Prescriptive: work, activities children get next			
	special areas needing attention			
	children with special needs			
	Descriptive: activities done by children			
	anecdotal records			

Areas	Full Implementation	Full	
Reward System	Children do not consistently seek praise from adults.		
	Children encouraged to & use materials in a variety of ways.		
	There are no extrinsic rewards.		
	Children share work, ideas with others.		
	Adults reinforce positive behaviors.		
	Praise is primarily descriptive rather than judgmental.		
Control of Class	There were few times when adults needed to exert control		
	Control was exercised when needed.		
	Control was exercised through:		
	bell		
	lights out		
	low voice of teacher		
	other children		
	time out/isolation of an individual		
	There was a low-moderate noise, voice level throughout.		
	Environmental elements did not make establishing & maintaining control difficult.		
Grouping Arrange-ments	Most of the morning was spent in individualized activities.		
	There were few large group activities.		
	There was evidence of flexible grouping arrangements.		
	Special activities were provided because of needs, interests of individuals.		

Areas	Full Implementation	Full	Comments
Extent of Independence Demonstrated by Children	Long attention spans		
	Using, returning materials		
	Fixing mistakes, taking care of problems on their own		
	Using adults as resources when needed		
	During routines		
	Participation in mealtime preparation		
Ordering of the Environment	Children got, used, & returned materials from shelves carefully with few directions from adults		
	The environment was well ordered at the beginning of the day.		
	The children participated in most cleaning & ordering activities.		
	Children pushed in chairs when leaving tables.		
	The environment was ordered so that children could use materials independently participate in the necessary clean up		
Child-Child Interaction	Children help each other.		
	Children share with each other.		
	Children work together.		
	Children ask permission before disturbing one another.		
	Little or no fighting.		
	Little or no shouting.		

Areas	Full Implementation	Full	Comments
Adult - Child Interaction	Limited time was spent with large groups outside of circle time.		
	Adults encouraged children to use them as resources.		
	Adults tried to get children to solve their own problems.		
	Adults used eye level contact when talking, working with children.		
	Adults initiated activities when needed when children didn't seem to be able to find something constructive to do.		
	Adults used positive reinforcement to get children to behave in desired manner.		
	Number of times disciplining was required was minimal.		
	There were few children without much adult contact.		
	There were many lessons or activities which had a special focus.		
	Factors limiting full implementation:		

Center_____
Staff Present_____
Children Present_____
Parent Volunteers Present_____

Areas	Full Implementation Characteristic	Full	Comments
Physical Environment	The room is divided into small, well-developed activity areas with many materials		
	Materials are furnished according to the lesson plan.		
	Learning materials are displayed on open, child-height shelving.		
	Many areas in the room are in use during the morning		
	Concept Formation area is in a noticeable location.		
	-clear objective		
	-table set up with objects to illustrate concept of the week		
	-bulletin board display of concept		
	Dramatic play area has -many role playing clothes		
	-equipment for storing clothing & accessories		
	-evidence of variety of real life situations (e.g.store,doctor's, post office)		
	seating possibilities		
	mirror (clean)		
	many accessories (shoes,ties,purses, suitcases,telephones,jewelry etc.)		
	Listening area has record player, records,tape player,tapes etc.		
	-ethnic materials are present		
	Manipulative area has eye level display of toys		
	-toys are well-spaced		
	-storage of materials not in use is well organized		
	-puzzles show surfaces		

Areas	Full Implementation Characteristic	Full	Comments
Physical Environment Cont.	Reading Area is isolated as a quiet place.		
	-at least one book per child		
	-books are relevant to backgrounds of children		
	-books are displayed so children can covers		
	Art area is located near water source.		
	-out of traffic pattern		
	-nearby table for art work		
	-eye level display of children's art		
	-easels & drying racks are present		
	-variety of art materials are accessible for children's use		
Curriculum	Many children using R.L. materials during Learning Episodes (#_____)		
	Many children using R.L. materials without specific instruction not including brief exploration period which is part of learning episode.(#)		
	Activities offerred correspond to lesson plan		
	Lesson plans are prepared completely with all boxes filled.		
	Manual is used during learning episodes		
	Activities occurring seem to implement objectives		
Transition Between Activities	Children are prepared for coming change in activities		
	Waiting for other children/adults before or after activities is minimal		
	Waiting during routines is minimal		

Areas	Full Implementation Characteristic	Full	Comments
Grouping Practices	2-3 children maximum during learning episodes		
	No large groups other than circle time & large motor periods		
	No groups over 5 unless extenuating circumstances		
Free Choice Time	Only before breakfast		
	Choice from preselected activities during morning		
	Teacher chooses Learning Episodes		
Adult/ Child Interaction	High degree of extension		
	High degree of verbal interaction		
	Adults use specific vocabulary to extend language facilities		
Child/ Child Interaction	Materials in use foster high degree of social interaction.		
Parent Involvement	Parents are involved in toy lending library course (#)		
	Some parents are working in center with children (#)		
	Some parents are in center but are not working with children (#)		
Reward System	Materials made by teacher for children's use are self-correcting.		
	Children get immediate feedback on how they're using curriculum materials.		
Extent of Individualization	Activities are present but not in regular plan which are designed to develop skills in weak areas.		
	Records are kept of each individual's progress		
	There is evidence that adults have responded specifically to individual interests and needs.		
	There are many teacher-made or planned activities designed to extend objectives of R.L. program (concept reinforcement)		

APPENDIX D

D.D.S.T. Summary Results
Spring, 1976

1. Summary of Delays - Questionable Delays

CENTER	Developmental Areas					Total
	P-S	FM	L	GM	M	
Bethel	1	1	1			4
Darrah		2				2
Drew		1			2	3
Duckrey			4		2	6
Fitler			1			1
Fulton				1	1	2
Greater Mt.O.						0
Hartranft						0
Kelly			1			1
Ludlow			2			2
McMichael		3				3
M.P. Blood	1	2	3	1	1	8
Peace		1	0	2	2	5
St. Frances				1	2	30
St. J. Meth.		1	1	1	1	4
St. J. United					1	1
Stanton		1	2	1		4
Total	2	13	16	8	13	51

PS (Personal - Social), FM (Fine Motor), L (Language), GM (Gross Mot[illegible]), M (Multiple Areas)

2. RECORD OF PARENT PARTICIPATION
D.D.S.T.

CENTER	NUMBER ON ROLL	FALL		SPRING	
		NUMBER ADMINISTERED	PARENTS	NUMBER ADMINISTERED	PARENTS
Bethel	515	24	15	17	11
Darrah	3[illegible]	35	11	34	11
Drew	30	23	10	27	13
Duckrey	45	25	5	42	23
Fitler	36[1]	--	--	29	22
Fulton	54	52	22	44	15
Greater Mt. O.	55	57	16	23	0[2]
Hartranft	70	61	42	63	36
Kelly	51	51	19	51	23
Ludlow	35	15	5	35	11
McMichael	43	42	21	41	22
Most P. Blood	52	49	38	50	22
Our Lady of Mercy	36	35	23	33	24
Peace	53	30	14	45	4
St. Frances	54	46	20	53	7
St. John Meth.	29	25	23	22	15
St. John U.	36	26	2	28	7
Stanton	36	35	18	36	4
TOTAL	770 (799 by Spring)	31 (82%)	304 (48%)	673 (84%)	270 (40%)

[1]Not functioning during fall screening, hence enrollment discrepancy.

[2]No records kept.